

Student Support Framework

Approving body	Governing Board
Date approved	Endorsed by AB – 12 August 2026; Approved by GB – 17 August 2026
Date of effect	March 2027
Next scheduled review	Two years from commencement
Policy owner	Chief Executive Officer (CEO)
Policy contact	Chief Executive Officer (CEO)
Related Documents	Academic Progression and Students At Risk Policy and Procedure Student Equity and Diversity Policy and Procedure Student Representation and Election Policy and Procedure Student Wellbeing Policy and Procedure Work-Integrated Learning (WIL) Student Handbook Assessment Policy and Procedure AI Framework
Higher Education Standards Framework (HESF) 2021 (Cth)	Standard 1.3.1-2 Section 2.2 Standard 3.3.4 Standard 5.3.7 Standard 6.1.4 Standard 7.2.1-2 Also look up TEQSA Guidance notes on student support <i>Education Services for Overseas Students Act 2000</i> (Cth) <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> (Cth) <i>Education Services for Overseas Students Regulations 2001</i> (Cth) TEQSA Guidance Note: Guidance note: Wellbeing and safety ¹ TEQSA Guidance note: Grievance and complaint handling ²

¹ TEQSA Guidance Note: Guidance note: Wellbeing and safety - <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-wellbeing-and-safety>, accessed on 17th Feb 2025

² TEQSA Guidance note: Grievance and complaint handling - <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-grievance-and-complaint-handling>, accessed on 17th Feb 2025

Framework Statement

1. Zenith Innovation Institute (**Zenith / the Institute**) is committed to student-centred learning and ensuring that appropriate student support services are accessible to assist students successfully progress.
2. The Student Support Framework is aligned with the goals of the Institute's Strategic Plan and is designed to respond to students' needs and provide physical and mental wellbeing and support for their educational success at the Institute.
3. This Framework details the types of support available to students covering all stages of the student lifecycle from enquiry to graduation.

Scope

4. This Framework applies to:
 - (a) all prospective and current students of the Institute;
 - (b) all staff of the Institute including members of the Institute's governing bodies;
 - (c) any external party engaged to provide student support services to Zenith; and
 - (d) all services academic and non-academic support provided to students.

Framework

Principles

5. Student support services provided by the Institute:
 - (a) prioritise student personal and academic wellbeing and success;
 - (b) are inclusive, timely and where relevant are confidential;
 - (c) do not attract additional charges and if a charge is recommended by an external provider, the service is to be provided at a reasonable charge to students and they will be informed of these charges prior to accessing these services;
 - (d) are specifically tailored to meet the needs of identified student sub-groups at the Institute;
 - (e) are responsive to sector or regulatory developments;
 - (f) are regularly reviewed on the basis of stakeholder feedback, student success data and external benchmarking with a view to understanding the needs of diverse subgroups of students; and
 - (g) are improved on the basis of such monitoring and review.

³ TEQSA Guidance note: Staffing, learning resources and educational support - <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-staffing-learning-resources-and-educational-support>, accessed on 17th Feb 2025

Procedure

Support services

6. The Institute provides the following range of services for students:

Academic Support

Students have access to a range of academic support services to ensure their success, as outlined in the Academic Progression and Students At Risk Policy and Procedure.

- **Workshops and Tutorials:** The Institute offers academic learning support workshops in literacy, numeracy, essay writing, and academic integrity. Workshops are scheduled regularly and advertised via the Learning Management System (LMS).
- **Formative Assessments:** Early intervention is implemented through formative assessments conducted in the first four weeks of each unit. Poor performance in these assessments triggers academic support interventions.
- **Students At Risk (SAR) Program:** Students who fail 50% or more of their units in a semester, fail a unit more than once, or are self-referred as at-risk are provided with additional academic support, including case management and peer mentoring.
- **Academic Learning Support Officer:** Available for one-on-one consultation by appointment, providing assistance with coursework, study skills, and research guidance.
- **Library Resources:** Students have access to physical and digital library resources, including research databases, academic journals, and online tutorials.

Non-Academic Support

The Institute provides a variety of non-academic support services to ensure student wellbeing and success.

- **Counselling Services:** Counselling is provided by Associated Counsellors & Psychologists. Students can book confidential counselling sessions by calling 02 8205 0566.
- **Accommodation and Housing Support:** The Student Administration team provides assistance in securing housing and information about local accommodation options.
- **Student Advocacy Services:** Support is available for students dealing with personal, academic, or administrative concerns, including visa conditions and employment rights.
- **Time Management and Wellbeing Workshops:** The Student Wellbeing Policy and Procedure outlines initiatives such as stress management, mindfulness, and work-life balance workshops.

Complaints, Grievances, and Appeals Support

Students have access to a structured complaints and appeals process, as outlined in the Student Appeals Policy and Procedure and the Student Grievance Policy and Procedure.

- **Formal Complaints:** Students may submit grievances through the online complaint portal or seek assistance from the Student Administration team.
- **Appeals Process:** If a student is unsatisfied with a decision regarding academic progression or misconduct, they may appeal under the guidelines outlined in the respective policies.
- **Student Representation:** Student representatives provide input on student concerns through participation in governance committees.

Support for Aboriginal and Torres Strait Islander Students

Zenith provides tailored academic and non-academic support for Aboriginal and Torres Strait Islander students.

- **Dedicated Support Officer:** Indigenous students can seek guidance from the Student Support Officer for assistance with academic and personal matters.
- **Cultural Support Programs:** The Institute organises events, workshops, and mentoring programs to support Indigenous students in their academic journey.
- **Financial Assistance and Scholarships:** Information on available scholarships and funding options is provided during Orientation and through Student Administration.
- **Support for Aboriginal and Torres Strait Islander students** is provided on the basis of cultural identity and the Institute's commitment to equity of educational opportunity. This support is distinct from, and in addition to, reasonable adjustments under disability legislation. Aboriginal and Torres Strait Islander students who also have a disability or medical need may access both equity support and reasonable adjustments. Students seeking support in relation to their studies or assessment are encouraged to contact the Student Services Manager.

Support for Students with Special Needs

Students requiring adjustments due to disabilities, medical conditions, or learning difficulties can access support as outlined in the Student Wellbeing Policy and Procedure.

- **Reasonable Adjustments:** Academic accommodations, including extended time on assessments and alternative learning formats, are provided.
- **Assistive Technologies:** Students can access text-to-speech tools, note-taking assistance, and ergonomic support equipment.
- **Personalised Learning Plans:** Created in consultation with academic staff and the Student Wellbeing team to ensure equal access to education.

Work-Integrated Learning (WIL) Support

The Work-Integrated Learning Student Handbook outlines support services for students undertaking placements, internships, or industry projects.

- **Pre-Placement Preparation:** Workshops on workplace expectations, professional conduct, and industry skills.
- **Mentorship Programs:** Students are paired with industry professionals to gain insights and guidance during placements.
- **Ongoing Monitoring:** Regular check-ins and assessments to ensure a successful WIL experience.

AI and Learning Support

In accordance with the AI Framework, Zenith ensures that students are supported in developing AI literacy and ethical usage skills.

- **AI Workshops and Training:** Sessions on responsible AI usage, academic integrity, and AI-supported research methods.
- **AI-Enhanced Learning Tools:** Access to AI-powered feedback tools and adaptive learning platforms.

7. The following table summarises support services offered by the Institute.



Support Service	Description
Student Administration	Professional support staff provide timely advice to students on matters related to enrolment and assist students in making appointments for other support services, including with academic staff. Student Administration offers advice on visa conditions, including employment rights and conditions, and on avenues for resolving issues arising in relation to employment (e.g. Fair Work Ombudsman). Student Administration provides advocacy and other support for complainants and appellants.
Administration Officer	All new students arriving from outside Sydney will be provided with information about the local area and services including assistance with accommodation options prior to arrival. International students will have access to a courtesy airport shuttle service that ensure students are transported to their accommodation and provided with tailored assistance upon arrival.
Orientation Program	All students participate in an Orientation Program at the commencement of studies at the beginning of each semester. This will include coverage of the nature of the course and learning expectations as well as an introduction to academic learning and personal support services and local and cultural orientation. This information will also be provided on the Institute's website.
Student Learning Support Officer	The Student Learning Support Officer is available for one-on-one consultation by appointment or by referral from academic staff and can assist students face to face or by phone or online. The Student Learning Support Officer provides the following support: ■ English Language Proficiency ■ scheduled academic learning support workshops in literacy and numeracy ■ report and essay writing ■ academic integrity. Support services will be advertised via the Learning Management System (LMS).
Academic Staff	Academic staff are available for individual student consultation by appointment.
Library	Physical and online access to the Library resources and Librarian will be in accordance with the campus opening hours. The Institute also provides online access to a number of databases and learning support material is provided via the LMS. The Librarian will assist students in accessing research materials for their studies.
Learning Portal – Learning Management System	The Institute's LMS portal is the primary site for provision of course information and learning resources to students.
Counselling Services	The Institute will assist students in accessing counselling and related services. The Services will be provided by Associated Counsellors & Psychologists. They can be contacted at 02 8205 0566.

Support Service	Description
Student Information	The students have access to all policies via the website. In addition, students are provided information and handouts during their orientation.
Student Representatives	The Institute's Student Representation Policy and Procedure provides for active engagement of students in the academic governance of the Institute. Student representatives contribute to a student-centred learning environment by providing their input for consideration and betterment via their roles being represented on various committees and boards.

Monitoring

8. The Institute collects data on its provision of student support services. Student feedback on the Institute's provision of support services is sought on an annual basis.
9. The Institute uses the collected data to monitor trends and emerging issues, in particular to establish student needs and undertake subgroup analysis.
10. The Institute will benchmark its performance for student support services against relevant sector data and to inform targets and improvement initiatives.
11. The Academic Board receives regular reports on the progress of student subgroups through the Teaching and Learning Committee and will make recommendations to the Governing Board on any required adjustments to learning support services.
12. The Governing Board receives an annual report on the adequacy of student support services that includes all internal data and the results of benchmarking and will adjust the Institute's strategy and resourcing of services where this is indicated.
13. The CEO also prepares an annual self-assurance report on matters arising under this Framework, including outcomes data, identified risks, and improvement actions. This report is presented to the Governing Board, and a de-identified summary is provided to the Academic Board, to support their oversight of the Institute's student support provision and compliance posture.

Proactive Student Needs Identification

14. The Institute does not rely solely on self-referral by students to identify support needs. The Student Services Manager, Wellbeing Officer, and academic staff together operate a proactive needs identification model to ensure that students requiring support are identified and connected to appropriate services in a timely way.
 - (a) a structured survey administered to all offer holders before commencement collects information on prior education, English language confidence, technology access, disability status, and any known support needs;
 - (b) a post-orientation needs assessment is administered to all commencing students within the first two weeks of each teaching period to identify any needs not captured pre-commencement;
 - (c) the Academic Dean and Student Services Manager monitor individual student academic progress data at mid-semester and end of semester, initiating outreach to students at risk of failing a subject or falling below satisfactory progress;
 - (d) unexplained absences of more than two consecutive sessions trigger a welfare check by the Wellbeing Officer or Student Support Officers;
 - (e) academic and professional staff are trained to recognise signs of student distress and refer students to the Student Services Manager for support assessment; and

- (f) students from identified equity groups — including students with disability, international students, Aboriginal and Torres Strait Islander students, and students from low socioeconomic backgrounds — receive additional proactive outreach at least once per semester.
- 15. All proactive outreach interactions are recorded in the student management system. Students who decline support are still monitored through normal academic progress processes.

Equitable Access and Inclusion

- 16. The Institute ensures that all students have equitable access to the support services described in this Framework, regardless of mode of study, cultural background, disability status, English language proficiency, or socioeconomic circumstances. All support services are available to both domestic and international students at no additional cost, unless otherwise disclosed in the course fee schedule.
- 17. Students with disability or health conditions may request reasonable adjustments to support delivery. Adjustments are arranged by the Wellbeing Officer in consultation with the student and relevant academic staff, in accordance with the Reasonable Adjustments Policy and Procedure.
- 18. The Institute monitors support service utilisation data annually, disaggregated by student cohort, to identify any access gaps and implement targeted improvement measures. The Institute recognises that students from low socioeconomic backgrounds and first-in-family students may face specific barriers to accessing support; targeted outreach and bridging assistance are available through the Student Services Manager and Wellbeing Officer for students in these circumstances.
- 19. Support services are delivered through multiple channels — in-person, telephone, email, and the LMS — to accommodate students' varying schedules. Support information is provided in plain, accessible English and, where demand warrants, in additional languages identified through student enrolment data.

Responsibilities

- 20. The Governing Board is responsible for overseeing the delivery of adequate support services to students.
- 21. The Academic Board is responsible for reviewing and making recommendations to the Governing Board on the adequacy of learning support services provided to students, including on services provided to specific subgroups such as international students.
- 22. The Chief Executive Officer is responsible for:
 - (a) maintaining and facilitating access to adequate academic learning support services;
 - (b) ensuring that support services offered reflect the needs of student subgroups across all modes of participation and courses;
 - (c) ensuring the availability of sufficient and competent staff for the provision of support services; and
 - (d) reporting to the Teaching and Learning Committee, the Academic Board and the Governing Board on the performance of academic, general and personalised support services.
- 23. The Student Services Manager is responsible for:
 - (a) maintaining adequate non-academic support services; and
 - (b) facilitating access to these services.

24. The Wellbeing Officer is responsible for:
- (a) coordinating reasonable adjustment assessments for students with disability or health conditions;
 - (b) providing first-response welfare support to students referred by academic or professional staff; and
 - (c) maintaining records of welfare interactions and referring students to external counselling or specialist services as required.
25. Student Support Officers are responsible for:
- (a) providing day-to-day non-academic student support services;
 - (b) assisting students with administrative issues and directing students to appropriate internal support; and
 - (c) conducting proactive outreach and follow-up with students identified as requiring support.
26. All staff are required to understand their responsibilities in providing students with support and, where necessary, referral to others for appropriate advice.

Definitions

27. There are no specific definitions for this Framework.

Version control

Version	Changes	Approval Body	Approval Date
1.0	Original Policy	Governing Board	
1.1	Point 2 replaced “so they can make most of their time at the Institute” with “and provide physical and mental wellbeing and support for their educational success at the Institute” Point 4 d) replaced “provided to support students” with “academic and non-academic support provided to students” Point 5 c) replaced “by a recommended external provider at a reasonable charge to students” with “by a recommended external provider, services to be provided at a reasonable charge to students and they will be informed of these charges prior to accessing these services” Point 6, replaced “Reception services” with “Administration Officer” Under “Counselling Services” added “The Services will be provided by Associated Counsellors & Psychologists. They can be contacted at 02 8205 0566.” Under “Student Information” replaced “The Institute provides a range of accessible, plain English student-facing policies to assist and guide students via the Institute website” with “The students have access to all policies that via the website. In addition students are provided information and handouts during their orientation.” Under “Student Representatives” added “by providing their input for consideration and betterment via their roles being represented on various committees and boards” Point 6 expanded on support services offered under various sub-headings.		
1.3	Point 5 c) replaced “if by a recommended external provider, services to” with if a charge is recommended by an external provider, the service is to” Point 7 under Student Information deleted “that” and added a “,” after addition.	Governing Board (GB)	24 Apr 2025
V1.4	Added proactive student needs identification (HESF ss.2.3.2, 2.3.3), equitable access provisions (HESF s.2.2.1), and cultural appropriateness standards (HESF s.1.3.2). Updated from V1.3. Added proactive student needs identification (HESF ss.2.3.2, 2.3.3), equitable access provisions (HESF	Governing Board (GB)	



Version	Changes	Approval Body	Approval Date
	s.2.2.1), and cultural appropriateness standards (HESF s.1.3.2). Updated from V1.3.		
1.5	Restructured V1.4 orphaned sections. Proactive Student Needs Identification content moved into Monitoring section as a dedicated subsection. Equitable Access and Inclusion content integrated into body. All content rewritten in plain declarative policy voice; HESF citation headings removed. Wellbeing Officer and Student Support Officers added to Responsibilities section, consistent with Delegations Policy and Schedule. Annual self-assurance reporting obligation added to Monitoring section. Socioeconomic and first-in-family student support articulated in Equitable Access subsection. TPS section added to Non-Academic Support subsection. TPS section updated to match the three-paragraph standard established across the Institute's policy suite: paragraph 1 defines the TPS and provider default; paragraph 2 sets out specific entitlements for domestic students (HECS-HELP/FEE-HELP re-credit or upfront refund) and international students (alternative placement or refund of unspent fees under the ESOS framework); paragraph 3 confirms Letter of Offer disclosure obligations. Consistent with the Credit and Recognition of Prior Learning Policy and Procedure V1.5. Added clarifying paragraph to the Support for Aboriginal and Torres Strait Islander Students section making explicit that this equity support is distinct from disability-based reasonable adjustments under disability legislation, and that students may access both. Consistent with the Student Equity and Diversity Policy and Procedure V1.5 and Reasonable Adjustments Policy and Procedure V1.5.	Governing Board	
1.6	Deleted "TPS section added to Non-Academic Support subsection. TPS section updated to match the three-paragraph standard established across the Institute's policy suite: paragraph 1 defines the TPS and provider default; paragraph 2 sets out specific entitlements for domestic students (HECS-HELP/FEE-HELP re-credit or upfront refund) and international students (alternative placement or refund of unspent fees under the ESOS framework); paragraph 3 confirms Letter of Offer disclosure obligations. Consistent with the Credit and Recognition of Prior Learning Policy and Procedure V1.5."		17 August 2026